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ABSTRACT

During the 1989-90 school year 14 local migrant education projects, conducted by 5 Colorado school districts and 9 Boards of Cooperative Educational Services (BOCES), served 1,500 migrant students in 579 schools. In the summer of 1990, of 13 migrant education projects, 4 were conducted by Colorado school districts and 9 by BOCES. Summer programs were administered in 18 schools and served 2,142 students. Both regular year and summer programs served a predominance of interstate migrant students. The projects offered assistance to migrant students to help them succeed in a regular school program, attain grade level proficiency, and improve their achievement in basic skills. The progress of the students was measured with norm-referenced and criterion-referenced tests. Results indicate that, though variable across grade levels, reading and math programs had improved the achievement levels of participants. The level of improvement in these areas, however, did not meet the Colorado state program objectives. Of the four state objectives for regular year programs, only one was met: migrant staff satisfaction with educational and health records remained 100 percent. Summer programs have met two of the four objectives; i.e., the number of students' secondary credits accured more than quadrupled, and staff satisfaction with records remained 100 percent. Recommendations for the 1990-91 program were listed. This document contains numerous data tables and figures. (LP)

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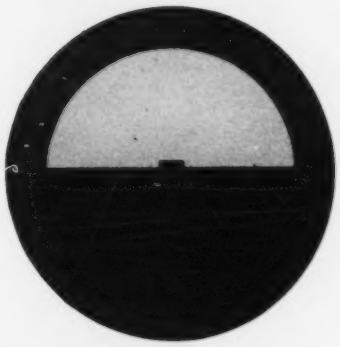
ON THE MOVE

Migrant Education 1989-90



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ON THE MOVE: MIGRANT EDUCATION 1989-90

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WHAT IS THE MIGRANT EDUCATION PROGRAM?

A program of educational services for the children of migratory agricultural workers including migratory agricultural dairy workers and migratory fishermen was authorized by an amendment to Title I of the Elementary and Secondary Education Act (ESEA) in November of 1966. Funds to offer projects and programs to meet the special educational needs of migratory children and to coordinate these programs with projects in other states, including transmitting pertinent school record data, are provided to state educational agencies. Reauthorization of the Migrant Program occurred within the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988.

Migrant students receive assistance with their educational opportunities to help them succeed in the regular program, attain grade-level proficiency, and improve their achievement in basic skills. Legislation directs that current migratory children, ages 3 to 21, should be served first. Second priority is day care for siblings up to two years of age in order to serve current migratory students ages 3-21. The last priority is former migratory children who have needs demonstrated to be greater than current migrant students.

The migrant program is a state program. Funds come directly to the state office, and the state contracts with local education agencies to provide services. State-level administration responsibilities include developing a state plan, approving local program funding, reviewing migrant programs, providing technical assistance and coordinating support services to local programs. The state is also responsible for identifiying and recruiting migrant children and updating information on the Migrant Student Record Transfer System (MSRTS).

Local migrant programs are funded to identify and enroll eligible migrant children onto the MSRTS, to assist in recruiting migrant children to attend school, to solicit referrals of eligible children to receive supplemental instructional services, and to provide support services needed by the children that cannot be provided through the district. Programs may be provided during the regular school year, during the summer, or both.

WHAT IS THE INVOLVEMENT IN COLORADO MIGRANT EDUCATION?

During the 1989-90 school year 14 local Migrant Education projects, conducted by five Colorado school districts and nine Boards of Cooperative Educational Services (BOCES), served 1,500 migrant students in 579 schools. In the summer of 1990, 13 Migrant Education projects were conducted: four by local school districts and nine by BOCES. Summer programs were administered in 18 schools and served 2,142 students.

Figure 1: Districts and BOCES Which Provide Migrant Education Programs

*Boulder Valley School District Re-2
Brighton School District 27J
**Mesa County Valley School District 51
Poudre School District R-1
St. Vrain Valley School District Re-1J
*Weld County School District #6
Arkansas Valley BOCES
East Central BOCES
Northern Colorado BOCES
San Luis Valley BOCES
South Central BOCES
South Platte Valley BOCES
Southeastern BOCES
Weld BOCES
West Central BOCES

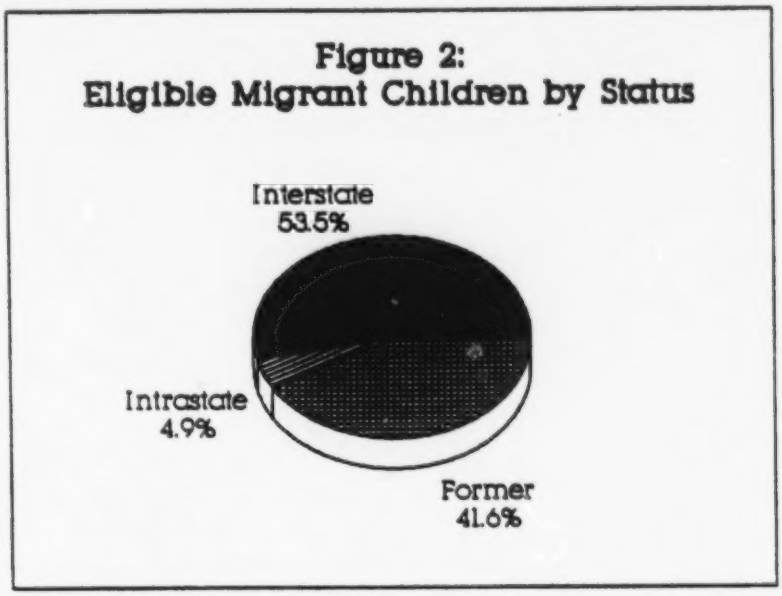
* Regular year program only
** Summer program only

Local projects are assisted by the Migrant Student Record Transfer System (MSRTS), a computerized network headquartered in Little Rock, Arkansas, which maintains records for individual migrant students. When migrant students register, academic and health records are forwarded to the receiving project. If necessary, information may be requested over the phone.

Further assistance is provided to local programs by the Colorado Department of Health during the summer program. A contractual arrangement between the two departments, health and education, allows the provision of comprehensive health screenings for all migrant school enrollees, treatment and follow-up for identified health problems, preventive dental services, and health education. A summary report detailing screening outcomes, diagnostic data, the health education curriculum and activities, and financial resources may be obtained from the Colorado Department of Health, Migrant Health Program, by calling (303) 331-8450.

WHO DOES MIGRANT EDUCATION SERVE DURING THE REGULAR YEAR?

In the 1989-90 school year, a total of 5,042 children were identified as eligible migrants and were enrolled on the MSRTS. Migrant student classification is determined by the migratory status of students. Children of active migratory families are classified as either intrastate or interstate. Intrastate students moved with their families from one school district to another school district within Colorado. Interstate children moved with their families between Colorado and at least one other state. Former migrants are those children whose families have settled out of the migrant stream and who have resided in the school district for a period of 12 months or more. Students are no longer considered migrant after six years of continual residence in one school district and after being identified as former migrant students. They may, however, become reinstated as current if their travel for seasonal work is resumed.



The total number of eligible migrant students from birth to 21 years of age for the regular 1989-90 school year increased 11.0 percent from the 1988-89 figure of 4,543 eligible students.

There were 1,057 eligible children not registered in school during the regular school year. Migrant children who were not registered in school may have chosen to work instead of attending school or may have been in the state for such a short period of time they failed to enroll. The majority, 76.2 percent, were interstate migrants. Intrastate migrants accounted for 4.7 percent of the eligible group not registered in school. Former migrants accounted for the remaining 19.1 percent. Fifty-six (55.5) percent of the eligible children not registered in school were in the birth to age four range. There were limited migrant-funded preschool programs during the regular school year.

Eighty-nine percent, or 3,642, of the 4,090 eligible school-aged (5-21) migrant students were registered in school for the 1989-90 school year. This was an increase from 85.1 percent in 1988-89.

A total of 2,485 eligible migrant students were registered in Colorado schools but did not receive migrant services. Since priority is given to current migratory students, the majority or 61.8 percent of those not receiving migrant services were former migrants. The largest age group of eligible registered students who did not receive Migrant Education services were in the five to 12 year old age range (41.6 percent). This was the age group most likely to be served by other supplementary programs such as Chapter 1 and the Colorado English Language Proficiency Act.

There were 1,486 migrant students who were served by other educational programs but not by Migrant Education. Chapter 1 served 291 students, the Colorado English Language Proficiency Act served 744, Title VII (Bilingual) served 330 and Special Education served 121 eligible migrant students.

A total of 1,500 eligible students were participants in Migrant Education programs for 1989–90, a decrease of 10.9 percent from the 1988–89 school year. The decrease in participants was due to unexpected freezing conditions which destroyed crops.

Figure 3: Migrant Regular Year Program Participants

	Migrant Status			
Age Range	Interstate	Intrastate	Former	Total
0 - 2	0	0	1	1
3 - 4	34	2	17	53
5 - 12	735	92	266	1093
13 - 17	244	20	73	337
18 - 21	9	1	6	16
Total	1022	115	363	1500

Former migrants comprised 24.2 percent of those receiving migrant services, 68.1 percent were interstate migrant children, and 7.7 percent were children of intrastate migrant families. Seventy-six (75.8) percent of students being served are currently migrant. The majority of program participants (72.9 percent) was in the five to 12 year old age range.

WHO DOES MIGRANT EDUCATION SERVE DURING THE SUMMER?

In the summer of 1990, 4,073 eligible migrant children were identified in Colorado. This represents a 15.3 percent increase from the 1989 summer figure of 3,531. Interstate migratory children accounted for 56.0 percent of all those eligible, 5.1 percent were intrastate and 38.9 percent were categorized as former migrants.

There were 1,793 students, or 44.0 percent of all those eligible, who were identified as eligible but did not register in summer school. Migrant children may not have registered because they chose to work, were not referred to the program or were not in the priority service categories. Twenty-six (26.2) percent of the non-registered eligible students were within the birth to four year old age group. Limited services were available to preschool children.

Sixty (60.3) percent of the 3,339 school-aged (5-21) migrant students were registered in school during the 1990 summer program. This was a decrease from 68.5 percent in 1989. This decrease can be explained by unexpected climatic conditions that destroyed crops.

A total of 2,142 eligible students were Migrant Education program participants in the summer of 1990. This figure was an increase of 3.0 percent from the summer of 1989.

Figure 4: Migrant Summer Program Participants

	Migrant Status			
Age Range	Interstate	Intrastate	Former	Total
0 - 2	12	1	0	13
3 - 4	94	12	8	114
5 - 12	1011	104	462	1577
13 - 17	277	17	103	397
18 - 21	29	1	11	41
Total	1423	135	584	2142

In the summer of 1990, former migrants comprised 27.3 percent of those receiving migrant services, 66.4 percent were interstate migrant children, and 6.3 percent were children of intrastate migrant families. Seventy-four (73.6) percent of summer program participants were in the five to 12 year old age range.

WHAT DOES MIGRANT EDUCATION ENCOMPASS?

Funding

The 1989-90 Colorado Migrant Education Program expended federal funds at a level of $2,230,114. Of the total expenditures, 82.1 percent was spent on local program operations, 10.9 percent was spent on administration, 4.5 percent was spent on the summer health service program, and 2.5 percent was spent on the state operation of the Migrant Student Record Transfer System. The Colorado Department of Health was contracted to provide summer health services.

Figure 5: 1989-90 Actual Expenditures for the Migrant Education Program

Local Education Agency Operation	$1,831,757
State Administration	242,429
Summer Health Service Program	100,000
Migrant Student Record System	55,928
Total	$2,230,114

Chapter 1 Migrant Education funds are allocated to the State based on the number of migrant children (on a full-time equivalent basis) enrolled from Colorado on the Migrant Student Record Transfer System (MSRTS), a national computerized system of records maintained for migrant children.

Services

Instruction was provided to migrant students according to their individual needs. Primary areas of instruction were reading, English for limited English speakers, language arts and mathematics. In the summer the major instruction areas were expanded to include vocational/career education, dental instruction, physical education, health education and safety, arts and crafts, swimming, social studies, music and science.

Students in the Migrant Education Program have a variety of language backgrounds; instruction must be tailored to meet the students' needs. Language abilities are determined through a variety of methods including Language Assessment Scales, Idea Language Proficiency Test, teacher observation, informal oral assessments and other academic assessments. During the regular year, 67.4 percent of the 2,225 students who were assessed were bilingual, 10.6 percent were monolingual English, 21.8 percent were monolingual Spanish and 0.2 percent spoke Cora Indian dialect. Of the 1,899 students who were assessed for their language ability in the summer of 1990, 7.5 percent were monolingual English, 29.6 percent were monolingual Spanish, 62.2 percent were bilingual in English and Spanish, and 0.7 percent spoke other languages including Kickapoo, Cora Indian and Canjobal.

An essential part of the 1989-90 Migrant Education program was to provide support services to those students who are in need. During the regular year most of the support was given through attendance, social work and guidance services. Limited transportation and nutrition assistance was provided. During the summer program, such support services were greatly increased. In addition, medical and dental care were provided to most migrant children. Other support services which may have been provided were home visits, pupil services, referrals for emergency housing assistance, food stamps, clothing and eye glasses.

Secondary instruction was an important element of the 1990 summer Migrant Education program, especially in meeting the challenge of improving educational opportunities, helping students attain grade-level proficiency and increasing the basic skills of older migrant students. The eight programs offering secondary instruction utilized a variety of services.

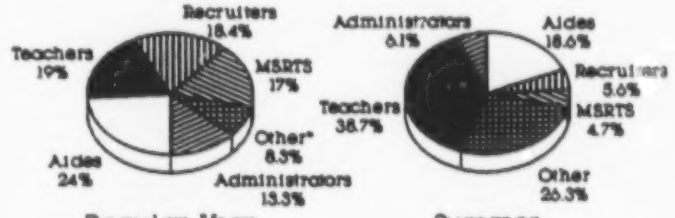
Figure 6: Services Utilized in Secondary Programs

Service	Number of Programs
Tutoring at the school site	6
Tutoring at the home/camp site	3
Instruction during the day	4
Instruction at night	4
Tuition program	1
PASS	8

Staff

The migrant programs are staffed by instructional (certificated and non-certificated), administrative, clerical and support personnel. A total of 62.55 full-time equivalent (FTE) employees were funded for the regular year and 231.67 FTE were funded for the expanded summer program.

Figure 7:
Migrant-Funded Staff by Category



* Health aides, nurses, cooks, bus drivers, custodians, transportation aides and bookkeepers

In addition to staff funded directly through Migrant programs, personnel supported by other funding sources, particularly the Job Training Partnership Act (JTPA) and Head Start, supplied services to migrant students during the summer program. Serving primarily as aides in classrooms, 60.2 (FTE) staff were provided through other programs, with 59.8 percent of them funded by the JTPA. Workers also served as aides in other capacities such as in the office, the kitchen or on the health team.

During the regular year, classroom assistance, book distributions, special activities, scholarship fund raisers and a wide variety of other services were provided through parent, adult and youth volunteers. One hundred five migrant parents, 54 other adults and 75 youth served as volunteers.

Eleven migrant parents, 28 youth and 41 other adults ranging from scouts to senior citizens and from former migrant youths to staff family members, served as volunteers to the 1990 summer program. There were 80 unpaid workers assisting with classroom activities, field trips, guest lectures, family nights, carnivals, and scouting.

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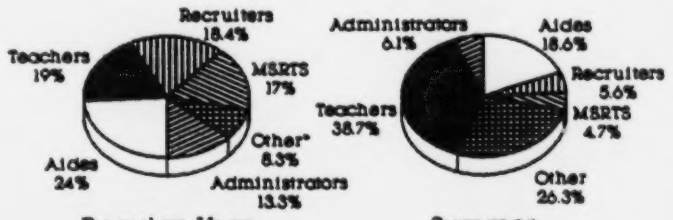

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Parent Involvement

Increasing parental involvement is a major focus for local programs. This is achieved through such activities as family nights, carnivals and potluck dinners. Local program activities may include parent training. Some projects are coordinating parent involvement workshops with Chapter 1, English Language Proficiency Act (ELPA), Adult Education and bilingual education.

Coordination With Other Agencies

Regular and summer programs also coordinated with a variety of state and local agencies in order to assure that a broad range of services were available to migrant students and their families. Local projects coordinate with the JTPA and Community Block Grants. Many services involved coordinating referrals of families for assistance, providing transportation in order to obtain services, and obtaining assistance from agencies in identifying newly arrived families. Common sources for assistance include: Immigration and Naturalization Agencies, local businesses, and community service agencies such as Caring Ministries, Rocky Mountain Service Employment Redevelopment (SER), Scouts, and the Red Cross.

Figure 8: Project Coordination With Other Agencies

Agency	Number of Projects	
	Regular Year	Summer
Department of Health	14	12
Department of Social Services	13	12
Employment Services	10	8
Job Training Partnership Act (JTPA)	10	12
Community Block Grants	5	3
Legal Aid	9	6
Salvation Army	7	4
Churches	9	12
Hospitals or clinics	13	12
Day care centers	11	8
Other	8	6

Dissemination

It is important that migratory families and the community be aware of the educational and support services that local migrant projects offer. Migrant program personnel use a variety of techniques to disperse information to the public including direct mail, home visits, oral and slide presentations, personal contact, Parent Advisory Councils and Accountability Committees.

Figure 9: Local Project Dissemination Techniques

Methods of Dissemination	Number of Projects	
	Regular Year	Summer
Newsletters	13	9
Local newspaper	9	11
School newspaper	6	5
Brochures, leaflets, posters	10	10
Radio	5	6
Television	1	3
Other	6	3

HOW SUCCESSFUL WERE PROGRAM COMPONENTS?

Secondary Programs

Local projects were asked to rate various aspects of their secondary programs using a scale from poor (1) to excellent (4). Coordination with other local districts regarding secondary education received the highest rating (3.6). The lowest rating was given to coordination with other states regarding secondary education (2.8). Training/assistance from the Colorado Department of Education in secondary credit exchange/accrual received a 3.5 rating. Availability of referral information on secondary students received a 3.1 rating. Usefulness of referral information on secondary students received a 3.0 rating.

Suggestions for improving secondary programs and credit exchange included receiving students with base site school records in hand, encouraging Texas to provide materials to students when they come to Colorado, working with Mexico to obtain migrant academic and health data, and cooperating with other states to make sure credit is received and accumulated across moves.

Migrant Student Record Transfer System (MSRTS)

Migrant program personnel were asked if the MSRTS services available to them to support their efforts were useful. One hundred percent of the local projects providing regular year programs indicated that the educational records, including the skills information system and the health records, were useful to the migrant staff. One hundred percent of the summer projects responding indicated that these records were useful. In addition, project personnel were asked if the health records were useful to the medical staff. Again 100 percent of the responding projects stated that they were useful.

Recommendations for improvement included increasing completeness, and timeliness of receiving the records, making records easier to read, recording LAU categories, making more copies available to staff, and allowing teachers to write a short narrative of pertinent information.

Strengths of the MSRTS support services were that they contain valuable and detailed academic and test data for student placement. They provided useful data including health history and family information. System records were easily obtained by telephone. MSRTS support personnel were cooperative and helpful.

Summer Migrant Health Program

Migrant program staff overwhelmingly declared that the health program was useful and 92 percent of the projects felt it was available. The program offers comprehensive professional health services to students who might not receive them otherwise. Caring and involved health teams keep teachers informed of student health needs. There was excellent coordination between nursing, dental and educational teams. Suggestions for improvement included decreasing the amount of educational disruption, hiring bilingual health staff, making sure there are enough health providers to serve all students and organizing the program by scheduling and prioritizing health needs.

Regular Year Program Components

Use of a criterion-referenced test, the Brigance Inventories, was questioned as an appropriate measure of student progress. It was suggested that mastery of skills would be a better indicator.

The excellent support from BOCES personnel to the migrant program was praised. Workshops sponsored by the Colorado Department of Education were also applauded as being well-planned and beneficial to individual and program growth.

Teachers stressed the importance of home visits, small group instruction, and keeping migrant parents actively involved in their children's education. Specifically they requested assistance in finding a language assessment for younger children, help with paperwork and freedom to set goals and plan lessons.

Integration of administration across all state and federal programs should be considered. Services would be delivered more effectively to more students with less administrative cost.

Summer Program Components

Migrant students exposed to the summer program receive an enrichment and expansion of their formal education. Suggestions to enhance the summer migrant experience included hosting a staff inservice training session covering the expected duties and responsibilities of the teachers, and the use of educational records, specifically codes and skills scales and how these relate to summer objectives. Additionally, teachers felt they should be given one full day to complete paperwork. Others felt that more teachers should be hired to increase the amount of individualized instruction.

Summer testing was also a concern. The summer program is limited in length; most projects are approximately six weeks. However, regardless of the short pre- and post-testing interval, teachers report seeing improvement.

HOW IS PROGRESS MEASURED?

The progress of students in Migrant Education programs is measured in a variety of ways. Assessments for such a population are often difficult to obtain due to migrant families' transient lifestyles.

Achievement for migrant students who have settled out of the migrant stream is measured with norm-referenced tests. Results are reported in Normal Curve Equivalents (NCEs) which range from 1 to 99. NCE scores allow results of different tests to be combined on a common scale. Without benefit of supplementary services, a student is expected to have zero NCE growth during the year or to stay at the same percentile rank. Any increase in percentile rank or any NCE growth greater than zero is assumed to be the result of the extra services provided and represents more than a year's gain in achievement. Migrant Education achievement gains are based on former migrant students who were tested on a fall-to-spring cycle or on an annual basis. An annual testing schedule may consist of a fall-to-fall or a spring-to-spring cycle.

Criterion-referenced tests are used to measure the progress of active migrant students. This type of assessment indicates whether or not a student has achieved mastery or proficiency in specific elements of certain subject areas. Criterion referenced test results for the regular year and summer migrant programs are reported by Brigance average grade level equivalent gains for second through eighth grade students. Aggregated results give a general picture of the progress obtained by the Colorado Migrant Education Program.

Another indication of program success is the number of migrant students accruing secondary credit through use of the PASS (Portable Assisted Study Sequence)/MINI PASS curriculum. This is a vehicle through which Colorado programs can assist migrant students to complete coursework in which they were enrolled at their homebase school. Migrant secondary students can earn high school credit by completing curricular units during the summer and have the credit transferred to any district that participates in the migrant program through the Credit Exchange Program.

WHAT WERE THE RESULTS?

Reading and math programs across Colorado were effective in improving the achievement level of participants. Aggregated average Normal Curve Equivalent (NCE) gains were positive in all subjects for settled-out migrant students. Criterion-referenced test results for migrants across both regular year and summer programs indicate that these students were successful in mastering objectives.

Figure 10: Achievement of Migrant Students

Former Migrants: Regular Year Program

	Testing Cycle			
	Fall-to-Spring		Annual	
Subject	N	NCE	N	NCE
Reading	131	4.16	142	1.31
Math	64	1.72	115	0.62

Active Migrants: Regular Year Program

Subject	N	Hours	Grade Level Equivalents
Reading	206	3.4	
Word Recognition			0.75
Oral Reading			0.63
Reading Comprehension			0.50
Math	175	2.2	0.57

All Migrants: Summer Program

Subject	N	Hours	Grade Level Equivalents
Reading	796	7.9	
Word Recognition			0.33
Oral Reading			0.42
Reading Comprehension			0.37
Math	802	4.8	0.38

Secondary Credit Accrual: Summer Program

Curriculum	N	Units	Credits
PASS	92	105	132
MINI PASS	180	270	192

N = Number of students tested
NCE = Average weighted Normal Curve Equivalent gain
Hours = Average instruction hours per week per student
Units = Number of units completed
Credits = Number of semester credits granted

The number of 1990 summer migrants participating in the secondary credit accrual program increased dramatically, over 200 percent, from the previous summer. The number of semester credits granted increased well over 300 percent during the same time frame. Teachers of the 1990 summer program were more informed regarding the use of the PASS curriculum and the importance of coordination with the homebase teaching staff. There were 92 ninth through twelfth graders who received PASS credit. Students, numbering 180, grades five through nine, received MINI PASS credit.

More detailed results of norm-referenced achievement gains are reported by testing cycle and grade level. Results for fall-spring testing in reading encompass seven of the 14 participating projects. Fall-spring math test results include five of the 12 project participants teaching mathematics.

Figure 11: 1989-90 Fall-Spring Testing Achievement Gains

	Reading		Mathematics	
Grade	N	NCE Gain	N	NCE Gain
2	28	7.28	21	5.28
3	16	2.64	11	-2.79
4	20	10.57	11	11.25
5	17	3.02	14	0.12
6	14	4.15	10	-2.72
7	6	-2.70	3	6.17
8	10	7.30	6	3.50
9	6	-6.68	4	-11.45
10	10	0.21	7	0.06
11	2	-13.00	--	--
12	2	-7.00	--	--
Total/Average	**131**	**4.16**	**87**	**1.98**

Results for annual testing in reading encompass seven of the 14 participating projects. Annual math test results include five of the 12 project participants teaching mathematics. Regardless of the testing cycle, scores for small numbers of students should be interpreted with caution. Aggregated scores for small groups are likely to be affected by the extreme scores of one or two students.

Figure 12: 1989-90 Annual Testing Achievement Gains

	Reading		Mathematics	
Grade	N	NCE Gain	N	NCE Gain
2	15	4.05	10	-4.46
3	29	0.68	27	2.29
4	29	1.22	26	0.41
5	22	-0.66	21	0.82
6	9	7.20	7	5.49
7	15	-0.35	13	2.22
8	6	0.38	5	-6.00
9	6	0.65	3	-1.00
10	6	-3.73	2	-8.85
11	3	0.27	1	10.00
12	2	20.50	--	--
Total/Average	**142**	**1.31**	**115**	**0.62**

N = Number of students tested at each grade level
NCE = Average weighted NCE gain

Results of criterion-referenced achievement gains are reported by grade level. Fourteen projects provided instruction in reading and 12 local programs provided instruction in mathematics during the regular year to active migrant students. A total of 206 second through eighth grade migrant students received an average of 3.4 hours per week and obtained an average grade level equivalent gain of 0.62 in reading. In math 125 students received an average of 2.2 hours per week and had an average grade level equivalent gain of 0.57. Average grade levels are limited indicators of progress because many students perform at the highest level and have no opportunities for advancing. Monolingual Spanish speaking students especially tend to encounter this "topping-out" phenomenon.

Figure 13: 1989-90 Regular Year
Current Migrant Criterion-Referenced Test Results
Brigance Average Grade Level Equivalent (GLE) Gains

	Reading				Mathematics	
Grade	N	Word Recog. GLE	Oral Reading GLE	Reading Comp. GLE	N	GLE
2	51	0.56	0.42	0.29	44	0.41
3	40	0.49	0.55	0.44	34	0.46
4	29	0.86	0.92	0.90	22	0.76
5	33	0.56	0.29	0.12	28	0.42
6	9	1.89	0.91	1.28	7	1.06
7	27	0.73	0.74	0.45	25	0.62
8	17	1.50	1.29	0.95	15	0.93
Total/Average	**206**	**0.75**	**0.63**	**0.50**	**175**	**0.57**

In the summer program, all 12 local projects provided instruction to migratory students in both subject areas. The summer program served a larger number of students due to the influx of migrant families for seasonal agricultural employment. A total of 796 second through eighth grade migrant students received an average of 7.9 instruction hours per week and gained 0.38 average grade level equivalents in reading. In math 802 students received an average of 4.8 instruction hours per week and their average grade level equivalent gain was 0.38. Again, this progress indicator is limited because many monolingual students top-out. In other words, no gain is possible.

Fig. 14: 1990 Summer Migrant Criterion-Referenced Test Results Brigance Average Grade Level Equivalent (GLE) Gains

	Reading				Mathematics	
Grade	N	Word Recog. GLE	Oral Reading GLE	Reading Comp. GLE	N	GLE
2	178	0.19	0.34	0.35	170	0.34
3	144	0.34	0.37	0.41	143	0.46
4	127	0.30	0.42	0.24	123	0.30
5	140	0.34	0.35	0.33	144	0.45
6	92	0.45	0.43	0.45	92	0.44
7	71	0.45	0.66	0.48	67	0.73
8	44	0.52	0.70	0.56	63	-0.12
Total/Average	**796**	**0.33**	**0.42**	**0.37**	**802**	**0.38**

WERE THE GOALS MET FOR 1989-90?

The Colorado Migrant Education regular year program met one of the four objectives. Objective 4 was met as migrant staffs' level of satisfaction with educational and health records was maintained at 100 percent. The percentage of migrant school-age children registered in school increased 4 percent to a total of 89 percent, to just 1 percent below the state's goal of 90 percent, objective 1. The five percent increase in NCE gains of former migrants, objective 3, was not realized. The progress of active migrant students was measured for the first time by average grade level equivalent gains. Both reading and math goals in objective 2 were set too high to be realized.

Figure 15: 1989-90 Regular Year Program Objectives

1. Increase by five percent the percentage of migrant school-age children registered in school to 90 percent.

2. Obtain realistic grade level equivalent gains.
   - Active migrant students will master an average grade level equivalent gain of 1.3 in reading.
   - Active migrant students will master an average grade level equivalent gain of 1.3 in mathematics.

3. Increase NCE gains of former migrants by at least 5 percent.
   - Settled-out migrant children will achieve NCE gains of 4.5 in reading on norm-referenced tests.
   - Settled-out migrant children will achieve NCE gains of 5.5 in mathematics on norm-referenced tests.

4. Maintain the migrant staffs' level of satisfaction with the MSRTS educational and health records.
   - Educational records will be found useful by 100 percent of the local projects as reported by the directors.
   - Health records will be found useful by 100 percent of the local projects as reported by the migrant directors.

The 1990 summer program in Colorado realized two of the four objectives. Secondary credit accruals were increased, objective 3, as the number of migrants taking PASS/MINI PASS classes more than tripled and the number of credits accrued more than quadrupled. The level of satisfaction among program staff was maintained at 100 percent, objective 4. Summer migrant participants did not gain reading and math average grade level equivalents of 0.56 and 1.02 respectively in objective 2. The average gain for both subjects was 0.38. As stated in objective 1, the percentage of migrant school-age children registered in school was not increased to 72 percent, rather the percentage decreased from 68.5 percent to 60.3 percent.

Figure 16: 1990 Summer Program Objectives

1. Increase by five percent the percentage of migrant school-age children registered in school from 68.5 percent to 72 percent.

2. Increase by five percent the average grade level equivalent gains.
   - Summer participants will master an average grade level equivalent gain of 0.56 in reading.
   - Summer participants will master an average grade level equivalent gain of 1.02 in mathematics.

3. Increase the secondary credit accruals.

4. Maintain the program staffs' level of satisfaction with the MSRTS educational and health records.
   - Educational records will be found useful by 100 percent of the local projects as reported by the directors.
   - Health records will be found useful by 100 percent of the local migrant staffs as reported by the directors.
   - Health records will be found useful by 100 percent of the medical staffs as reported by the directors.

WHAT ARE THE GOALS FOR 1990-91?

Regular Year Program

Reading (Former) Given supplemental instruction in reading, stressing listening, spelling and writing, formerly migratory children will gain 3 NCEs in reading during the regular school year as measured by norm referenced tests.

Reading (Current) Given supplemental instruction in reading, stressing listening, spelling and writing, currently migratory children will gain 1.5 grade level equivalents in reading during the regular year as measured by the Brigance Inventory.

Math (Former) Given supplemental instruction formerly migratory students will gain 3 NCEs in mathematics during the regular year as measured by norm referenced tests.

Math (Current) Given supplemental instruction currently migratory students will master 1.5 grade level equivalents in mathematics as measured by the Brigance Inventory.

Limited English Given supplemental English language instruction, 85 percent of non-English speaking students will increase their English language proficiency as measured by an English language proficiency test.

Preschool Given appropriate learning experiences, 75 percent of migratory preschool children will show academic and personal growth as measured by teacher observation and appropriate assessment instruments.

Summer Program

Reading Given instruction in reading, stressing listening, spelling and writing, currently and formerly migrant children will gain 2 months grade equivalent during the summer term as measured by the Brigance Inventory.

Math Given instruction, formerly and currently migratory students will master 2 months grade equivalent in mathematics during the summer term as measured by the Brigance Inventory.

Limited English	Given supplemental English language instruction, 85 percent of non-English speaking students will increase their English language proficiency as measured by English language proficiency tests.
Career Awareness	Given instruction in career awareness, 85 percent of migratory students will demonstrate knowledge of career options as measured by teacher observation.
Cultural Awareness	Given cultural awareness activities, 90 percent of the migratory students will demonstrate knowledge of their culture and other cultures as measured by teacher observation.
Self-Expression	Given opportunities in creative expression, 85 percent of migratory students will identify personal creative interests.
Physical Education	Given physical education activities, 85 percent of the migratory students will improve in physical coordination and demonstrate an appreciation for health and safety as measured by teacher observation and tests.
Secondary Program	Given quality instruction and guidance, 75 percent of secondary migrant students will increase regular attendance and 70 percent of secondary migratory students will receive credits toward graduation requirements.
Preschool	Given appropriate learning experiences, 75 percent of migratory preschool children will show academic and personal growth as measured by teacher observation and appropriate assessment instruments.
Support Services	Given summer support services, 100 percent of the migratory students will receive routine medical and dental screening and other appropriate health services.

WHAT ARE RECOMMENDATIONS FOR THE 1990-91 MIGRANT PROGRAM?

1. **Preschool and Day Care**. The Migrant Education Program has always focused on keeping students in school. Services that help to ensure continued educational participation of school-aged children and youth are day care and preschool. This target is reflected in the priorities of service under the regulations.

   The first priority for serving migrant students directs service to current migrant children ages 3 to 21 and in order to serve these students, the second priority emphasizes day care for younger siblings from birth to two years of age. Colorado projects need to increase the amount services to migrant children from birth to five years of age in order to keep older siblings in school. Coordination with other programs or community resources will decrease the drain on migrant funds.

2. **Linguistic Diversity.** The diversity of languages beyond English and Spanish is a reality of the migrant population. Linguistic differences must be recognized and training must be provided on how to educate these students.

3. **Training.** Teachers in the Migrant Education Program continuously express interest for training in the many aspects of the program and services. All local projects need to be responsive and provide opportunities for inservice in the areas of expressed need. The services of the Chapter 1 Technical Assistance Center (TAC), Rural Technical Assistance Center (TAC), State Migrant Education Program staff, MSRTS staff and CDE consultants should be employed in meeting expressed needs.

4. **Coordination Efforts**. As budgets become tighter and tighter, an increase of coordinated efforts within and beyond federal programs is essential. Ideas for coordination include but are not limited to day care, preschool, instruction, and support services, such as social work, health and transportation.

5. **Administrative Coordination**. Specifically, the integration of administration across federal programs should be closely examined. Again, as fiscal restraints become greater, a reduction of administrative costs across federal programs could be realized as well as improved instructional services to students.

6. **Setting Measurable Gains**. Gains in test scores for former migrant students have varied drastically from year to year. Because of this variance and the schedule for State Plan completion, state objectives are often not met. Instead of basing State Plan objectives on the most recent data (often two years behind), constant high, but achievable goals should be maintained.

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